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ABSTRACT

This document consists of workshop materials used during a paper/poster session at the Association of Teacher Educators (ATE) summer conference. Presenters modeled the use of case literature as a tool for teaching about culturally responsible pedagogy and effective instruction. The cases were developed from observations of and interviews with middle school teachers in a large metropolitan school district. The cases modeled a tenet of research findings on culturally responsible pedagogy: an active learning model in natural environments fostering cooperation and interdependence encourages development of self-esteem and maximizes learning for students regardless of differences related to culture and ethnicity, social status, gender, religion, home environment, genetic and biological factors, cognitive skills, learning styles, or personal experiences. Through role playing, participants were actively involved in analyzing case vignettes. The materials include a page of background information on culturally responsible pedagogy and two cases consisting of outlines, student opinions, a Hispanic teacher's journal, and pages of references. (AMH)

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# CASES OF CULTURALLY RESPONSIBLE PEDAGOGY:

## Reflecting on the Past and Present to Realign for the Future

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# CASES OF CULTURALLY RESPONSIBLE PEDAGOGY

## Participant Interactive Packet


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## ABSTRACT

**Title**

**Cases of Culturally Responsible Pedagogy: Reflecting on the Past and Present to Realign for the Future**

**Objective for Session**

Presenters will model the use of case literature as a tool for teaching about culturally responsible pedagogy and effective instruction.

Participants will be provided an overview of the research methodology employed to develop the cases, will work through at least three case vignettes, and will discuss the use of cases in the teaching program as part of the knowledge base for preparing teachers for diversity.

**Summary of Substantive Content of Session**

Based on ethnographic research methodology, the researchers developed cases from observations and interviews of three middle school teachers in a large metropolitan school district. Selected by colleagues and administrators, these teachers were judged to be effective as culturally responsible educators. Responses tabulated from parent questionnaires validated these recommendations.

The session will model a tenet of the research findings: an active learning model in natural environments fostering cooperation and interdependence encourages self esteem development and maximizes learning for students, regardless of differences related to culture and ethnicity, social status, gender, religion, home environment, genetic and biological factors, cognitive skills, learning styles, or personal experiences.

**Plan for Participant Involvement**

Participants will be introduced to the case methodology and then will actively participate in recreating the cases. Although a poster session, copies of the paper will be available for all participants. Through role playing, participants will be actively involved in analyzing case vignettes of culturally responsible educators. Audio and visual aids will be used to present the cases through interactive poster displays.

Role play debriefings will include discussion of traditional scholastic ethnicity and models of teaching, and the need for culturally responsible models of education to meet the needs of culturally diverse learners.

**Audio-visual Needs**

1. Overhead Projector
2. Tape recorder
3. Four display tables for posters
4. Slide projector and screen

## Culturally Responsible Pedagogy

Culturally responsible pedagogy is the ability of educators to respond to the educational needs of their diverse student populations by planning and developing culturally rich curricula and by using instructional methodologies that are based upon knowledge about how culture influences cognitive learning styles (Smith, 1991).

The purpose of this study was to discover what teaching styles, learning strategies, instructional methods and curricula characterize a culturally responsible pedagogy targeted at maximizing learning for at-risk students in the middle school.

Culturally responsible pedagogy goes one step beyond multicultural education as it has been implemented in many American public schools. Culturally responsible educators are not content to teach <u>about</u> ethnic groups--they are responsive to the cultural identity of the learner, as well.

Teacher educators "have a moral and ethical <u>responsibility</u> to prepare teachers to be culturally responsive" (Smith, 1991), that is, to enable teachers to create, implement and evaluate curriculum and instruction that respond to the educational needs of diverse learners. Culturally responsible content and approaches recognize the influence on learning of culture, language, ethnicity, race, gender, religion, exceptionality, socioeconomic level and home environment. Culturally responsible attitudes reflect an appreciation of cultural anomalies and social norms for each learner.

This interpretation of culture goes beyond the "tacos on Tuesday, Indians at Thanksgiving, Black history month" approach to diversity. Curricula, instructional methodologies, and pedagogy evolve from a knowledge base including (a) identification of cultures, (b) understandings about how cultural characteristics influence learning and cognitive modalities, and (c) respectfully sensitive identification of individual and home cultures.

> Cultural democracy recognizes that prior to entering school, and as they enter through school, children are subject to culturally distinct socializing influences in the home and community. The culturally democratic view in education emphasizes the right choice in honoring these ties with home and community. (Castaneda, 1978)

Anthropological studies of education, exploring the scholastic ethnicity (Longstreet, 1978; Bennett, 1990) of the traditional education paradigm, have highlighted the need to explore schooling in a cultural context (Roberts & Akinsanya, 1976; Spindler & Spindler, 1987; Trueba, 1987; Spindler, 1988; Abi-Nader, 1990). George and Louise Spindler (1982) have consistently viewed education as cultural transmission. Subsequently, they have called for reflective cultural analysis as a method for aiding teachers in becoming more sensitive to students' cultural needs.

Table 2: Case Study Development

1.As data is being collected:
  a.narrow the study;
  b.focus on the type of study;
  c.develop analytic questions from the original general ones;
  d.plan data collecting sessions according to findings of previous observations;
  e.generate numerous "observer's comments"--stimulate critical thinking;
  f.reflect, write memos;
  g.validate ideas and themes with participants--key informants can help advance analysis;
  h.triangulate for validation;
  i.explore substantive literature while in the field;
  j.explore metaphors and concepts.

2.Develop case study data bases presenting major information in organized form.

3.Through analysis, develop categories and generate meaning.

4.Systematically classify data into schema consisting of categories, themes, or types; make inferences; develop theory.

5.Develop strategies for deriving meaning:
  a.count;
  b.note patterns and themes;
  c.see and explore plausibility;
  d.
  cluster (group, map, conceptualize) to form categories and properties of grounded theory;
  e.make metaphors;
  f.split variables;
  g.subsume particulars into the general;
  h.factor--find common categories, themes, or clusters;
  i.note relations between variables;
  j.find intervening variables--a "B" when an "A" and a "C" have been identified;
  k.build a logical chain of evidence to integrate information into a whole;
  l.make conceptual/theoretical coherence;
  m.build theory.

# "KATHERINE-WITH-A-K"

# CULTURALLY RESPONSIBLE PEDAGOGY

Creative Learning Environment

Development of Self-esteem

Warm Rapport

Empowerment

High Expectations

Variety of Styles and Approaches

Unhurried Pace

Open Inquiry

Contextualized Instruction

# POSITIVE, CREATIVE LEARNING ENVIRONMENT

## What are the students saying?

* "Ms. Bailey teach me how to talk better, [not] using 'ain't' and 'sho-nuff' as words. People are being nice to me and giving me a chance. Helping me work my problems out. Being patient with me." (Tina)

* "She's helped me out a lot and she's showed me, she's showed both my Mom and I that we can do things if we want. Since my parents got separated, she's really helped me out a lot." (Kristie)

* "She's real nice and, I just, I wish that--I love her like a mother because she loves every student like her own child." (Damien)

* "Because she says if you feel like you're gonna run away or something, she gives us her number and she'll let us call her house, or let us stay at her house." (Stephanie)

* "I think its wonderful because we have the 'Amazon Rain Forest', and it really all blends in...we've got the forest and we've got the birds." (Kristie)

* "I really like the environment because whenever we need to relax, we can go in the 'Amazon Rain Forest'...relax, read a book. Its not like a regular classroom where its learn, learn, learn, you can kinda relax if you ever need to." (Micheal)

* "I like it, it feels like it gives me a home." (Tina)

* "They are just animals...if you get bored you can go and pet the animals." (Joey)

* "It's nice,...it helps us breath naturally." (Joey)

## What do *you* hear the students saying?

# LITERATURE REVIEW

## Topical References: Environment

*Positive reinforcement and development of self-esteem*
Abi-Nader, 1990
Doornek, 1990
First & Chrichlow, 1988

*Personally warm rapport with students*
Delgado-Gaitan, 1988
First & Crichlow, 1988
Hall & Reck, 1987
Osborne, 1989

*Provide a "haven" for students*
Burke, 1991

*Acceptance of different lifestyles*
Glimps & Hicks, 1983

*Encouraged to assume responsibilities for own lives and relationships*
Ada, 1988

*Lee-way in enforcing behavioral expectations*
Osborne, 1989

*Recognize that participant behavior is different for different cultures*
Chodzinski, 1988

*Affection*
Ladson-Billings, 1990

*Positive language for praise and correcting mistakes*
Abi-Nader, 1990

# CONTEXTUALIZED, VARIED INSTRUCTION

## What are the students saying?

* "She's probably the neatest teacher here because she thinks of all the neatest ideas." (Samantha)

* "Because she'll stand there, like, if you don't know nothin she'll stay at that point until you learn it." (Tina)

* "I like the way she teaches, and I listen to most everything she says. She teaches fun, and she don't teach like the other teachers. She's got her own way of teaching and it's fun." (Stephanie)

* "It's really neat...we learn about [Amazon Rain Forest] in geography, and she points out some stuff that's in the Amazon that we have in our room." (John)

* "She doesn't look to you as a student, she looks to you as a person. If you were a student, she'd give you homework and just tell you to do it...she explains everything and if you don't understand she'll take time out of the classroom. Other teachers just tell you to do the assignment...they don't explain it." (John)

## What do *you* hear the students saying?

# LITERATURE REVIEW

## Topical References: Instruction

*Opportunities to talk, question, discuss and share experiences*

Ada, 1988
First & Crichlow, 1988

*High Expectations*

Osborne, 1989

*Student input into class decisions*

First & Crichlow, 1988
Schlichter, 1981
Shor, 1990

*Variety of teaching styles and approaches*

Lee, 1989

*Unhurried pace*

Osborne, 1989

*Active learning experiences*

Eisner, 1991
Levin & Hopfenberg, 1991

*Ability to cope with change*

Corder and Quisenberry, 1987

*Use outside resource people*

Buchignani, 1985

*Promote independence and responsibility for self education*

Abi-Nader, 1990
Landsing-Billings, 1990

*Concepts/context applied to real life events*

Ada, 1988
Buchignani, 1985
Gay, 1983
Kucer, 1989
Levin & Hopfenberg, 1991
Payne, 1983

*Allow students to become authors, protagonists*

Ada, 1988

"Katherine-with-a-K"

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***BEST FRIENDS***
***Calumet Middle School***
***Sixth Grade Language Arts***
***Joséfina Guzman, Instructor***

## *8:45 A.M. First Period Begins*

*Joséfina Guzman motions for the two English as a Second Language (ESL) boys who have already entered the room to take their seats. {Three boys, two Vietnamese and one Mexican, always work together, either at the table or at the computer.} The boys are avoiding getting in front of the camera. {T- has been in America only 17 months; both C- and S- have been in the country just 9 months. None of the boys have been on camera before. They appear nervous about the large tripod and camera.}*

*{S- and C- have been in the class since the beginning of the school year. The boys were labeled Level 0 or 1 ESL which means they are to be in ESL as much as possible. The boys join the team for language arts. Initially, they spoke only their native language. To Joséfina's surprise, by the end of the first week of school, the boys were communicating with each other. The language they were using was unintelligible to Joséfina, herself bilingual in English and Spanish. Her observation was that the boys had created some sort of pidgin that they, but no one else, understood.}*

*S-, from Mexico, enters the room and is given a birthday card from the principal.*

## *Introduction to Shakespeare*

*Guzman: Today's going to be one of those days that I know you're going to learn something.*

*The students are assigned a passage of Shakespeare to read while Guzman works independently with T-, C-, and S-. The story the boys are reading is titled "Best Friends."*

*Guzman asks C- who his best friend is. He answers both S- and T-. When she asks S-, he responds as well.*

*Guzman: It used to be just C-.*
*S-: Him too (indicating T-). {T- had joined the class later than the other boys having transferred from another school}*

### *One Week Later*

*A "high energy" morning begins. Guzman uses her counting announcement to tell the students they need to get under control: "One, two, . . . ." She stops counting at two. {Seldom does she need to go higher before the students respond.}*
*Students are still filing in during the class change when C- is shoved through the door. Immediately the word goes through the room that there is a fight in the hall.*

*Guzman goes to the hallway and sends her students back into the room.*

*Guzman: I need everyone in a seat, now. I'm not going to repeat myself. You know what I want.*

*C- enters and throws his pencils on the table.*

*Joséfina enters and returns C-'s pencils to him.*

*Guzman (to the class): You know there's been an altercation in the hall and I'm going to have to deal with that (to C-) Are you okay?*

### *What Happened?*

*Guzman explains to C- that because he "hit" school policy requires that he be suspended. Because the principal is away, he will be called to the office on Monday and suspended.*

*Guzman: You will have to stay home. That's suspension.*

*Tears that C- has had difficulty holding back brim over when he is told he will be suspended.*

*Guzman (to C-): Come here. Come to me.*

*C- walks around the table to her side and she gently wraps her arms around him, a posture she maintains throughout the rest of the discussion.*

*Guzman (to S-): What did you see?*

*S-: I saw nothing.*

*Guzman: Do you want to tell me in Spanish?*

*Guzman asks about the fight in Spanish and S- responds, cracking his knuckles the entire time.*

*T- continues to give information about the fight, rapidly, angrily.*

*Guzman: They made fun of you because you speak funny to them. Her lower lip trembles. (When she starts to cry, both boys look away). We as teachers see that, and we can't stop it. Do you want to go to ESL, or my office or the computer?*

*As Guzman writes the pass, S- paces.*

*Frustration, confusion, and dejection permeate the atmosphere.*

### *Reflection*

*From Joséfina's journal: When I was growing up, when I was going to school, I was speaking Spanish and I was put in a classroom setting where everything was in English. I felt very uncomfortable, not knowing what my teachers were saying. I was an ESL student without an ESL program.*

*I think my approach to teaching, no matter what I do, is that I myself grew up a language-different child. When I have students coming into my class, I target those who are going to need a little bit of an extra push.*

*With that type of thinking I think I can touch kids, in a sensitive way. I feel that if I can get their respect as a person, then I feel like I can set other goals as an educator. I feel like if I get to know them as people first, then they'll respect me enough to let me into their realm of thinking and learning. I can plan for them a little bit easier.*

### *Debriefing*

*When Joséfina goes to the hall to say good-bye to the boys and caution them to be careful, she breaks down in tears. She returns to the classroom. After an attempt to conduct "business as usual," she drops the mask.*

*Guzman: We're here to protect our friends. The reason I'm crying is because T- said something that hurt. He said, "I hate this school. I don't like this school."*

*"Why don't you like this school?"*

*He said, "My friends, we speak in our language -- they make fun of us."*

*And it's not you. The reason I'm telling you is I need to trust you to be the one student to say, "Hey, man, don't make fun of them. That's the way they speak."*

*Deep down, if you're one of those people who just speak English, and you make fun of them, nine times out of ten it's because you're jealous. I speak another language and I'm real proud of that. Nothing is ever going to change that. And I don't want them to think they have to change their language to make American people happy for them.*

*What happened was miscommunication . . .*

*My heart is hurt -- it's broken because the boys feel like that.*

### *Culturally Responsible Pedagogy -- What Next?*

1. *Because the principal in charge of discipline was out of the building, the boys were not immediately sent to the office for fighting. Joséfina Guzman must complete the school report so that the principal can review the case on Monday and discipline the students accordingly. What should she report?*
2. *When a Southeast Asian child is sent to the office for inappropriate or disruptive behavior, educators must be aware of the cultural "pride and shame" principle (Chan, 1986) which states that "all individual behavior reflects either positively or negatively on the entire family while academic or occupational achievements are highly valued and promote family pride, negative behavior -- disobedience, disrespect, shirking responsibilities -- results in collective family shame and can trigger punishment by the parents of the perpetrator" (Morrow, 1991).*
   *Given this knowledge base, what would be the culturally responsible action for Joséfina to take?*

## *Topical Resources*

***characteristics of successful schools and programs***

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***pidgin***

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***teacher's fidelity to the students***

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